

CHAPTER II

THE TEACHING AIM*

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1. INTRODUCTION

1.1 What is a didactic-pedagogic situation?

The teaching aim is an aspect of the didactic-pedagogic situation and we briefly look at what it involves. A didactic-pedagogic situation exists only between an adult and a not-yet-adult. In it an adult **instructs** a child with the aim of promoting his **becoming adult** and gradually bringing it about. It also is known as **an educative teaching situation** in which the child is taught (by implementing the lesson structure) what will contribute to his **becoming a better person**, e.g., life contents, learning contents, facts or skills (also subject contents). Therefore, in striving for an aim, a broad perspective is taken; what is taught also has to be **life contents** for the child. Disconnected facts, tables, etc. are not of much value unless they also are viewed in the context of life.

1.2 Approach to the teaching aim

Is it the teacher's aim in one way or another to just put a lot of facts "between the child's ears" so he can remember them long enough to reproduce them on a test or examination? Is the task then completed? Or, if the child has acquired the necessary knowledge will this knowledge in itself do something (called forming) to him? In principle, one can only accept an aim that is **didactically-pedagogically accountable**. Stating and formulating an aim flows from this, and the practice of giving a lesson is created in terms of it. In the educative situation at school, awareness of the aim functions **before** as well as **in** the educative situation. This aim determines the **contents** that are taught. The contents are the bridge between the **life world** of the child and that of the adult. A

* Also see Chapter I.

child progresses on his way to his adulthood in terms of contents (subject contents).

2. TEACHING PRACTICE AND STUDENT TEACHING

Teaching practice is a **practical** matter. There are many theories regarding the structure of a lesson, but theory has to be converted into actions that in responsible ways give rise to a teaching-learning situation. Gradually the student teacher discovers the structure in the actual teaching-learning event that will make him an **expert educator**.

It is important to remember that the student teacher has to put into perspective a new approach to the didactic situation. Earlier he was a pupil and now he is a student teacher. A didactic situation, thus, is not entirely foreign to him since in his school days he was involved in and became acquainted with practical teaching. The difference is that as a pupil he had no role in **planning** a didactic situation. As an aspiring teacher he now is the **planner** and is going to **prepare** and **present** a lesson in terms of theoretical knowledge; this lesson will be analyzed critically by **himself**, fellow students, supervisors, teacher(s) and/or the principal. Therefore, he has to immerse himself in and study the tasks and responsibilities of a teacher, especially regarding the lesson presentation (lesson structure) and in particular the teaching aim. This study leads to proficiency in giving a good lesson.

The general practice of teaching is the practical component of pedagogics. It flows into subject didactics (the particulars that are studied in the subject area). Without this, the theoretical component of pedagogics has no meaning.

To arrive at an effectively prepared and presented lesson, the students at Gold City Teacher's College are required to become thoroughly familiar with:

- (i) The primary school level of teaching which is divided into a junior and a senior phase;
 - (ii) The secondary school level of teaching which for us includes the junior phase (seventh grade).
- (See T.O.D., 1972).

In addition, the students also have to be able to formulate aims, know all of the components of a lesson and be able to distinguish among the different phases of the course of a lesson. If the didactic theory is not understood, practical difficulties can arise. A teacher who enters a classroom to see how things/lessons/presentations are going to develop without knowing **precisely what** he is going to teach and **how** he is going to give a lesson is not acting responsibly. He has to realize that planning and preparing (regarding the lesson aim) are part of giving a lesson. Equally, continual lesson evaluation (by the student teacher himself, supervisor, etc.) is an integral part of teaching.

A teacher needs to continually determine how successful or ineffective his lesson is and the **teaching aim** plays an important role in this evaluation. (It is important that student teachers be given the opportunity to listen to their own lessons, identify and indicate components, determine if the **learning aim**--which is discussed later--is attained, etc. Here micro-lessons play a large role at the College).

The importance of the teaching aim is clear from the following view:

" A lesson is a clearly defined whole of activities directed to particular aims. It is a whole of teaching-learning situations" (Maarschalk et al., 1976, p 7). However, it has to be understood that all aims cannot be attained in one lesson. More often the teaching-learning activities of a lesson run through other lessons such that the aim can only be reached after a series of lessons. (In a specific lesson it is especially the **lesson aim** being striven for that is in force).

3. THE LESSON AS A COHERENT WHOLE (Key questions)

Van Gelder (1972, pp. 27-28) formulates a number of key questions for clarifying the underlying concepts and relationships of a lesson.

(i) What do I want to attain?

This is the central question of this paper. What is my aim? The answer refers to an aim to be striven for. Formulating an aim is of fundamental importance. Will I have the pupils list the steps in the water cycle after concluding one, or two or perhaps three lessons?, etc.

(ii) **Where must I begin?**

Here the question is "Who are the pupils and what do they already know?" This is called the beginning situation. To reach an aim one has to proceed from a certain beginning point. In treating a particular topic, e.g., it will be determined from the syllabus what the children already know or ought to know. The latter can be recalled in the lesson phase called actualizing foreknowledge and the teacher can then determine if they possess this foreknowledge. Here a starting point is found for the stated aim. Thus, an aim should not merely be written down; it has to be **planned** and **thought through**.

(iii) **How am I going to teach?**

Here the form of the lesson is considered, and the **aim** also **speaks** clearly because in order to organize the teaching situation one has to keep in mind the aim one wants to achieve with the pupils. Aspects such as selecting, reducing and ordering the learning content, the best didactic ground form(s), learning activities (modes of learning) and teaching and learning aids are considered here. (Other chapters attend to these components).

(iv) **How do I carry out my plan?**

The teacher now determines teaching strategies, always with the stated aim in view.

(v) **What is the result of my teaching activity?**

This is evaluation. Here it is determined how much progress has been made from the beginning situation toward achieving the stated aim. Thus, we note that the importance of the aim remains throughout the entire event.

Students can apply these key questions to available lessons (videotapes) and learn to know and identify the role of the lesson aim as well as the other aspects of a lesson.

Viewed globally, Van Gelder says that in the teaching-learning situation these questions refer to a **tension between an existing situation and a stated aim or desired situation**.

4. THE BEGINNING SITUATION

The beginning situation noted above needs to be explicated further. In each lesson there is **an aim, a beginning situation and learning content**. A beginning situation refers to the entirety of information that has to be taken into account regarding the pupils' involved in a particular teaching-learning situation.

Among other things, the teacher should know the following about his pupils:

(a) What and how much knowledge and skill do they have at their disposal regarding the learning content of concern. Here school and home background also are important;

(b) What is their intellectual ability, their zest for work, their motivation (very important), etc.;

(c) What are they interested in and what are their value orientations. Once again home background also is relevant. (Maarschalk et al., 1976, p 16).

To attain the desired aim(s) in terms of the child's behavior or products, the learning content and the aim have to be linked up with the child's **already acquired knowledge** and with his experiential world. Thus, the familiar point of departure, "from the known to the unknown", has to hold as far as possible. The child's motivation is very important and is influenced by various factors in the beginning situation: the time of the day or week, classroom climate, physical circumstances (size of the classroom and the number of pupils in it), etc.

5. ASPECTS OF CONCERN IN FORMULATING THE AIM

5.1 Introduction to formulating the aim: proper adulthood as the educative aim.

To become a person is to fulfill a life task and this is related to the didactic-pedagogic situation and the aim of educating. Each person should realize that he is called on to execute tasks that constitute his life task of becoming a person, i.e., to reside humanely and with dignity in the human world (Van Zyl, 1973, p 196). Through

educative intervention, a child gradually has to become a proper adult; to become what he ought to be.

In concrete life situations a child and especially a teacher is involved in one or another activities: he acts, talks, thinks. However, this should be done in meaningful ways (i.e., be goal-directed). Thus, a child gives expression to his adulthood through **responsibly** and **judiciously** acting in terms of and meeting the demands of propriety.

Being-responsible is a fundamental principle of being a person (Landman, 1975, p 53). The teacher has to be able to **account** for what he **does, says** and **thinks**. Striving for an aim should be meaningful. To give expression to such humanness, a person has to have at his disposal basic **knowledge, skills, norms** and **beliefs** (Van Zyl, 1973, Chapter VIII). Knowledge of the lesson structure is important in undertaking a lesson with a particular aim in view. Along with this are skills such as language control (talking, reading, writing) that can be used to attain the aim. Norms (demands of propriety) and values continually speak to the educator and through him to the child (especially in a lesson or series of lessons). He knows that the child does not have the power to become a full adult on his own; therefore, the norm-image of adulthood is talked about. He respects another's human dignity (also the child's) and expresses neighborly love. In such ways, his life and world philosophy are embodied in planning a lesson. His **deeds** show that with words in the educative situation his philosophy will be transferred to the not-yet-adults.

If adulthood is stated as an educative aim, this means that the child has to be **helped** by fellow persons to acquire a grasp of knowledge, skills, values and beliefs. He has a need for the **guided assistance** of a person (educator/teacher) who already has acquired this knowledge to a reasonable degree.

5.2 Educative teaching (what has to be kept in mind as an aim)

Generally, the teacher's living example of adulthood has a more lasting value than direct intervention with the child with the aim of educating him. This means that he should exemplify adulthood (as his educative aim) not only in the classroom but also on the sports field, in social life, in public and private life. Therefore, in proper

ways, he should speak with children, respect each child (then they also will respect him), not lose his self-control, not improperly spank a child, not use language poorly or sloppily, etc. He **lives** his adulthood in front of the child and thus gives him something that is worthy of emulation. He educates **while** instructing them and letting them feel safe.

To do justice to educative teaching, the educator also has to take into account the following aspects of the educative aim (normative adulthood) as stated by Landman (1975, pp 5, 34-40, et seq.):

1. Meaningfulness of existence
2. Self-judgment and self-understanding
3. Respect for human dignity
4. Morally independent choosing and responsible acting
5. Norm identification
6. Outlook on (philosophy of) life.

The author will only indicate that an **outlook on (philosophy of) life** was not listed last by accident. All of the previous aim-essentials, pedagogic activities, relationship and sequence structures culminate in an outlook on life. In his educative activities, the educator has to keep in mind **norms** and **values**, i.e., an outlook on life. "The outlook on life determines for the educator how he will view his doctrine of educating It has to lead the child to eventually be a proper [Christian] adult" (Landman, 1972, p 98).

5.3 The relationship between teaching and the educative aim

Much has been written and said about educative and teaching aims. In school practice and in some teacher training institutes a distinction is made between **direct or teaching aims** and **indirect or educative aims**. The first especially involves instilling knowledge, proficiencies and skills and the latter is concerned with the pupils acquiring certain norms and values in order gradually to acquire a greater degree of adulthood. Regarding the relationship between educative and teaching aims, Oosthuizen (1973, p 34) notes:

"A separation instead of a distinction between the teaching aim, as objective aspect, and the educative aim, as subjective aspect,

necessarily will influence one-sidedly the one or the other" [and will disrupt the balance between them].

The **expert teacher** has to maintain the needed balance among subject knowledge, knowledge of the educative reality and one's own particular outlook on life in intervening with and guiding the child if he is to purposefully integrate these aspects (Landman, 1977, p 2).

5.4 Teaching aims: Different classifications

A way of arranging teaching aims that is generally accepted distinguishes among aims in:

- (a) the cognitive or intellectual domain;
- (b) the dynamic-affective domain (feelings, motivation, and interests; and
- (c) the psycho-motor domain (motor and sensory skills)
(Calitz and Gresse, 1977, p 8).

Block distinguishes among the following learning aims in his attempt to offer a classification:

- (a) Phases of the course of learning (knowledge, insight, applying and integrating);
- (b) Objective cultural content (facts, concepts, relations);
- (c) Levels of transfer or levels of subjective culture (typical subject forming).

In his work, "Taxonomy of Educational Objectives--cognitive domain" (1956), B. Bloom distinguishes among the following levels:

1. Knowledge (recalling specific and universal knowledge).
2. Comprehension (material or ideas that can be transferred).
3. Application of acquired knowledge.
4. Analysis (break down a complex matter into its components).
5. Synthesis (unite components to make a whole).
6. Evaluation (qualitative and quantitative judgment with respect to a created standard).???

Better motivated theoretically and more recent, is the Structure of Intellect Model of Guilford as described by De Corte (1974, p 6). The following aspects are distinguished:

1. Apperception of information (Memory of knowledge).
2. Recognition of information (Memory of knowledge).
3. Reproduction of information (Memory of knowledge).
4. Divergent production of information--divergence.
5. Convergent production of information--convergence.
6. Evaluative production of information--evaluating.

5.5 The teaching aim: Van der Stoep

From the above, it is clear that there are a variety of opinions about aims and the Lesson Structure Committee at the Gold City Teachers College accepts the views of Van der Stoep and his co-workers with respect to establishing a teaching aim. This is considered briefly.

"On the basis of particular contents that the children have to learn, the teacher formulates a teaching aim from which emerges a learning aim for the children to attain. One also is able to talk about a lesson aim the teacher has of stimulating the children to attain the learning aim." (Van der Stoep et al., 1973, p 29). Thus, here there is a distinction between a **lesson aim** and a **learning aim**.

5.5.1 The lesson aim

This has to do with the **total** role played by the **teacher** in presenting the teaching contents. It refers to that aspect for which the teacher is responsible, what he is going to do himself regarding the learning contents so the learning aim can be attained. He plans the presentation of the learning content.*

Because he has an aim in view, he has the responsibility of explaining in the lesson aim how he will attain it. This aim culminates in the fact that he expects the pupils to learn and thus he also has a learning aim in mind. The matter around which this lesson aim revolves is the learning content. The learning content has to become the pupils' own possession by including it for them in

* Therefore, he designs a **lesson plan** so that he can teach and educate.

the lesson aim, by thorough preparation, after the meaning of the content is laid bare (reduced) in order to disclose its inherent meaning for them. His presentation has to be such that the learning aim is met, i.e., that the child can discover, in terms of the way the teacher presents it, the meaning that is inherently unique to the content. If the teacher deals with the content arbitrarily, he is not accountable to a lesson aim that fits into a whole series of teaching aims.

The teacher guides and supports the instructional situation in designing a **lesson structure** in such a way that the inherent meaning of the content can be expressed. He knows the lesson is going to revolve around this essential and the initiative cannot be left to the child. Three aspects that are especially discussed in the lesson aim are:

- (i) **Reducing** the content (this is the first and most important aspect of the lesson aim);
- (ii) **Stating the problem** to which the teacher has come;
- (iii) **Ordering** the content.

These concern the teacher's **planning** that branches off into the learning aim. This learning aim **has to be** within the **possible grasp*** of the pupils. Essentially the lesson aim can be summarized "as an attempt at **guiding** the **actualization** of learning in the didactic situation." (Van der Stoep et al., 1973, p 48).

In his lesson aim, the teacher plans also the didactic ground form, didactic principles, principles of ordering the learning material, teaching methods, didactic modalities and modes of learning. Each of the six phases of a lesson planned also are viewed by Van der Merwe (1972, p 2) as a lesson aim [See Chapter III].

Now that the lesson aim has been discussed in broad terms, for our purpose it is important to give examples of lesson aims according to Van der Stoep in order to plan a lesson:

In the lesson plan there is an explanation of **what is aimed at with the specific lesson**. This is not merely transcribing a theme from the syllabus. The aim has to be integrated with the pupils' foreknowledge of the theme. The theme has to be differentiated,

* Level of becoming

e.g., into a number of sub-themes* for a number of lessons or a series of lessons of, e.g., The Industrial Revolution. One sub-theme from this, "some consequences of the Industrial Revolution", can be used as a lesson aim. The lesson aim then is precisely formulated so the teacher will know what he is going to look for in the evaluation. This means that only by deciding on a lesson aim can the theme become delimited and refined. (This is an important step in reducing the learning contents to their essentials). Van der Merwe (1977, p 62) illustrates this refinement with respect to History:

- (A) **MACRO-ANALYSIS** (i) Historical reality compiled into a syllabus is particularized by a **macro-analysis** of a **syllabus theme**.
(ii) Through **macro-analysis** the teacher refines the syllabus theme to a **lesson theme**.

(B) **POINT OF CONTACT** (Learning relationship)

- (C) **MICRO-ANALYSIS** (i) **Lesson:** Refine the lesson theme by a **micro-analysis** to **fundamental** concepts and relationships, delimit a lesson and learning aim and design a lesson.
(ii) **Lesson theme** (In my view, preparation). The formulation of the lesson aim has to be concise and accurate, e.g.:
(a) The story in the poem "Barefooted little colored boy" by I. D. du Plessis.
(b) The power of true hope in Christ as this arises in the purification of the lepers.

In the two examples, the exposition will be directed, respectively, to the **story** and to **power**.

* Therefore, a particularization of the subject content is required.

Besides this, the lesson aim also proclaims the particular type of lesson:

- (a) **Appreciation lesson:** The child must appreciate.
- (b) **Experimentation lesson:** The child must perceive and describe
- (c) **Explicatory lesson:** The child must understand and grasp.
- (d) **Demonstration lesson:** The child must perceive and act.
- (e) **Drill and exercise lesson:** The child's acquired insights have to be firmed up.

(Van der Stoep, 1973, pp 96-101)

It is obvious how the above types of lessons are presented, especially in the **primary school**. The modes of learning (lesson relationships) are prominent during the course of the lesson. Each type also shows a homogeneity with respect to the use of teaching and learning aids and the unique nature of evaluation. However, it has to be remembered that a lesson also can be a combination of the above types: for example, a child can appreciate and understand because understanding promotes appreciation.

5.5.2 The learning aim

This concerns the role that the **pupils** are going to or have to play in order to attain the desired learning and teaching effect. Here the teacher **plans** the pupil's **learning activity**, what he eventually will be able to do, as **learning gain**, in order to master properly the particular learning content. It is the **learning activity** or learning participation for which the child will be responsible in the teaching situation.

If the teacher "presents" or "handles" the learning content arbitrarily, the pupil will not know what it revolves around and his motivation to learn it will be lacking. The **learning aim** is directed at trying to guarantee, as far as possible, the pupils' **self-actualization** (self learning) in the lesson structure. To accomplish this, the teacher has to first guide their learning activities with the aim that effective learning (self-actualization) will occur.

The **learning aim** links up with **stating the problem** that is brought to the fore by **reducing** the content in the **lesson aim**. This problem has to be placed within the experiential framework* of the pupils' life world, and their experiential world has to be taken thoroughly into account so the problem will be relevant to them. The question must not be unfamiliar in their life world. Van der Stoep (1973, pp 49-54) provides a broad discussion of effectively stating a problem.

The lesson aim cannot be a learning aim for the child. Merely announcing a lesson theme by the teacher does not **call** and **direct** a child to achieve. He is not going to exert himself to master the lesson theme.

Now it is clear that by a lesson aim we understand **what the pupils have to attain**. It is insight into and understanding of the essentials of the theme that will be meaningful to the pupils. Among other things, the teacher selects examples that are able to reflect the lesson aim to the pupils. It also can include concepts that they have to understand.

Examples: (Van der Stoep, et al., 1973, pp 184 et seq.)

First example (Geography: introduction to map work):

Lesson aim: To unlock or present the concept "direction" and to firm up its description.

Learning aim: To provide an answer to the question, "What is direction and how can one describe it?"

Second example (Mathematics: greatest common divisor and least common multiple of algebraic expressions):

Lesson aim: To arrive at a synthesis of algebraic expressions by factoring and by correctly defining the concepts "greatest common divisor" (GCD) and "least common multiple" (LCM).

Learning aim: To effectively implement the concepts "least common multiple" and "greatest common divisor" in such problems

* The pupils' level of becoming.

as combining algebraic factors and by using these concepts insightfully in additional problem situations.

Third example (Afrikaans: literature):

Lesson aim: The striking imagery in the "Ballad of Grayland" by D. J. Opperman.

Learning aim: To sharpen insight into the way a creative poet goes about characterizing persons in their regular day-to-day existence in the city.

(Additional attention was given to formulating learning aims).

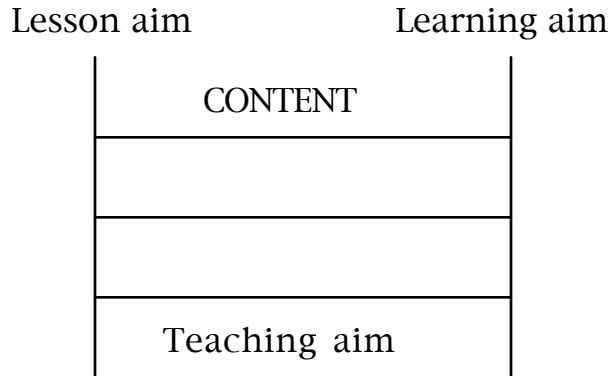
5.5.3 Connecting factor: teaching content

The lesson aim and the learning aim are connected and made meaningful by the teaching content that crops up in the lesson situation. Teaching is done in terms of content. Particular content is prepared, transformed and kneaded by the teacher as an aspect of his preparation. His aim is to try to disclose the meaning of the content, to interpret it so the pupil can make it his own possession.

Regarding the lesson aim, the learning aim and the learning content, Van der Stoep (1972, p 145) says:

"We must clearly understand that whenever and wherever a lesson structure crops up, two broad lines are indicated. Schematically this describes the image of a lesson. One leg of the lesson symbolizes the teaching aim*, the other the learning aim while the rungs indicate the content by which the two legs are related to each other. This relationship of teaching and learning aim makes the educative (and teaching) aim not only meaningful but also practically possible." This is represented schematically as follows:

* Lesson aim.



6. GUIDELINES FOR FORMULATING TEACHING AIMS

Without first answering the question "What do I want to attain in this lesson?" no additional planning can be done. The largest part of **lesson planning** is completed when the aim is **clearly** and **unambiguously** formulated.

Each student teacher has to be guided (in practical sessions) until he is able to do the following:

- (a) Identify aims that meet the requirements of a well-formulated aim;
- (b) list the demands that a well-formulated aim has to meet;
- (c) state what it means to be able to formulate a lesson aim **in operational terms**;
- (d) identify and improve poorly formulated aims and questions. (Maarschalk, et al., 1976, p 12).

Once again it is emphasized that **a lesson aim refers to the result of successful instruction**. It is a description of the **changed behavior** or the **product** indicating that **learning** has occurred.

6.1 Requirements for a well-formulated aim

With reference to 6(b) above regarding the student teacher, Gerlach and Ely (1971, pp 49 et seq.) state the following requirements for formulating an aim:

1. It must be formulated in terms of the **learner's behavior**;
2. It must be formulated in terms of an **observable behavior** or product;

3. Formulating the aim also must indicate the **conditions** that the expected behavior or product must meet or the **circumstances** under which it is attained;
4. The **standard** or **level** of the pupil's behavior has to be stated. For example, the **quality** of a product must be indicated.

In this regard, Van Gelder provides some guidelines and says:

"... a learning aim must be formulated in a form that explicates what a pupil is able to do when he achieves it." (1972, p 67). According to him (1971, pp 17, 67, 68), this can be explained as follows:

1. Make use of **verbs** to indicate the pupils' **observable activity** or **actions**. For example: write, list, indicate, recognize, compare, show, point out differences, calculate, construct, describe, identify, order. Among others, **vague** words and expressions are: know, understand, have knowledge of, etc.;
2. As concretely as possible, indicate to which **content** or **categories** of contents the pupils must direct their activities. (Reduction of learning content). That is, to what learning contents must the pupils be able to apply the designated behavior;
3. Where possible, the **conditions** of the aim that the pupils must acquire should be indicated in the formulation.

These conditions can be specified as follows:

(a) **Information** that will be provided or recalled. E.g., when a pupil has to calculate regarding a geometric figure, certain information [formulas] can be provided or recalled. Information: This is an equilateral triangle. Recall/measure: what are the characteristics of the angles?

(b) **Aids** or **material** the pupils might use (Protractor, sources of information such as charts, tables, dictionaries that might be available).

4. In formulating an aim, a description must be given of the **minimum achievement** that is considered acceptable. Important aspects here are:

(a) A **time-limit** has to be indicated within which the anticipated achievement must be attained;

(b) An indication of the **minimum (percentage)** or number correct to be applied to a situation. (E.g., Pupils must list 40 bones of the human skeleton, must identify **all** of the parts of a flower, etc.). Thus, we note that evaluation also must be kept in mind in formulating an aim.

(c) A description of the **degree of accuracy** that the achievement must show, e.g., with respect to measuring, estimating, plotting or geometric constructions and historical or geographic facts. (Here the teacher keeps the pupils' level of becoming in mind).

5. Formulating aims also should describe the **minimum achievement** that can be expected of the pupils. (E.g., can write all decimal numbers in digits if they are written in words, but no more than 9 and 4 digits might be written to the left or right of the decimal point, respectively*).

If these requirements are met, the aim is formulated in **operational terms**.

6.2 A closer description of each aspect with examples
(According to Calitz and Gresse, 1977, pp 10-12).

6.2.1 Pupil activities

To insure that the teacher state the aim in terms of pupil activities, a simple test can be carried out with the question: "Who must be able?" To this the answer should be "The pupils must be able".

An ambiguous statement of an aim: "To have given a sketch of the life circumstances on the Eastern Frontier that led to the Great Trek". (This refers equally to the teacher's as well as the pupil's activity if the question is asked, "Who must be able".). In terms of the pupils' activities, it can read: "At the end of the period, the

* This aspect usually is mentioned in the syllabus of the primary school.

pupils must be able to sketch the life circumstances on the Eastern Frontier".

6.2.2 Observable activity or product

Terms such as "appreciate" and "know" do not refer to observable pupil activity although they possibly can fully meet the first precondition (of section 6.2.1). According to this aspect, the description of the aim should be expressed in terms such that the teacher can **determine** whether the pupils have attained the aim.*

Example: "At the end of the period, the pupils must be able to **list** 8 reasons that lead to the Great Trek."

This is an example of an observable **activity** by the pupils. The aim also must be described in terms of the **product** to be made by the pupils, i.e., when their activities have to be expressed in the form of a **product**. Thus, the teacher is not interested in their activity as such but in the product that results from it.

Example: "At the end of the period, the pupils must **be able to draw a map** that the trekkers followed until they..."

6.2.3 Under what conditions/circumstances is the particular activity or product expected

If it is expected that the pupils have to identify the leaves of ten types of flowers that grow on the school grounds, this can be an aim for a biology lesson. However, the question is: Must they **identify** them on the flowers, from sketches or detached examples, etc.?

In this context, **time** is a very important **condition**. After a 30-minute lesson, e.g., the pupils can be expected to write an essay in the following 30 minutes, or it can be given as an assignment for the following day. This means that **time** is an important **condition** for aim-striving and it should be mentioned as such. (The teacher also has to state this as a condition in the phases of a lesson: tempo differentiation).

* A difficult aspect in subjects such as Afrikaans (poetry appreciation), School Music (music appreciation), etc.

6.2.4 The aim description has to express the standard of the expected activity/product qualitatively or quantitatively

There has to be an indication of **how many** points the pupils have to attain, how many items he has to be able to list, etc. If this is not mentioned, 100% achievement can become the implicit expectation.

Example: "At the end of the period, the pupils must be able to list or write down the reasons (**8 reasons**) for the Great Trek".

The **affective** aspect of learning requires more planning from the teacher regarding his aim-description. Once again, the pupils' level of becoming has to be taken into consideration. In general, it is difficult to determine a standard of appreciation for music, a poet or poem. Some pupils will show an extreme reaction while others can have a deep lived-experience and yet give no observable indication because it is very subjective in nature. Rather, the teacher might find out later that the pupils themselves listen to good music or read poetry. However, with thorough planning and reflection, the problem can be overcome. Even so, it is clear that this way of formulating an aim requires more time for preparation and planning.

7. CHOICE OF METHODS AND AIDS FOR ATTAINING THE AIM

The more specific and unambiguous the description of the aim, the easier it is to choose the appropriate methods, strategies and aids for attaining the stated aim. Stating an aim operationally (in verb form) thus also is extremely important for developing the lesson further. As an indication, the following can be given:

7.1 Statements that can have more than one interpretation:

To know, understand, appreciate, enjoy and believe.

7.2 Statements that are not so confusing:

To write, recite, discuss, identify, differentiate, demonstrate, compare, construct, name, solve.

In addition to the above, the teacher has to know his pupils because their intellectual abilities, their cultural background, milieu (restrictive or not), etc. will definitely influence the teaching strategies, learning and teaching aids that might be appropriate.

8. CONCLUSION: LIMITATIONS AND RECOMMENDATIONS

The author wants to indicate that the intention is not to give a complete report on teaching and learning aims. On the contrary, a great number of aspects have yet to be given additional attention by the Committee on Teaching of the College Senate.

A very important aspect that commonly arises is the target group: to know the nature of the primary school child. This falls in the terrain of psychopedagogics where special attention is paid to the child's **level of and continuous elevation in becoming** during the course of his becoming adult. (A child has the right to be a child, yet he may not remain one. His level of becoming has to be elevated to adulthood). Here attention has to be given to the psychic life of the child in the **reality of educating**. How does the child-in-education **become and learn?** (Sonnekus, 1975, p 3). However, this aspect is beyond the scope of this paper.

Finally, it also is important for the teacher to insure that there is a **functional relationship among the methods used, the contents and the aims** before he can ascribe the results attained to the methods used. This can be relatively intuitive but even so an evaluation of such methods is necessary! The **degree to which a stated aim is reached** (this is what we mean by a lesson evaluation) is an indication of the successful use of strategies and aids. The teacher/student teacher has to continually build on this in his teaching activities (Continual evaluation).

9. TOPICS FOR GROUP DISCUSSIONS

1. Refine a syllabus theme into a lesson theme by a **macro-analysis**.
2. In terms of a **micro-analysis**, refine a lesson theme into fundamental concepts and relations.
3. Delimit a lesson and learning aim (See section 6.1).
4. Discuss the **types of lesson** in your subject that can serve as a **lesson aim**.

5. Formulate (lesson and learning) aims within which you clearly show how the following will be brought up:

- (i) Pupil activities;
- (ii) observable activity or product;
- (iii) conditions/circumstances under which (ii) is expected; and
- (iv) standard of expected activity/product.

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